

Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. (H, G, E)

Taxonomy Level: B-4 Analyze/Conceptual Knowledge

Previous/future knowledge

In 5th grade, students summarized actions by the United States that contributed to the rise of the United States as a world power from the Spanish- American War up to and including World War I (5-3.6).

In 7th grade, students summarized the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania (7-4.1). Students used a map to illustrate the geographic extent of European imperialism in various regions (7-4.2). They compared differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion (7-4.4).

In Global Studies, students explained the economic and political impact of European involvement on other continents during the era of European expansion (GS-4.2). Students explained the causes and effects of political, social, and economic transformation in Europe in the nineteenth century (GS – 4.4). They also compared the political actions of European, Asian, and African nations in the era of imperial expansion (GS -4.5).

In 12th grade Economics, students must be able to explain the basic principles of international trade (ECON- 8.1) and summarize the outcomes of global trade (ECON 8.2).

It is essential for the students to know:

Although the United States had been involved in westward expansion since its inception, **American expansionism** changed in the late 19th century. While the previous expansionism had been motivated by land hunger and resulted in the establishment of new states, the expansionism of the late 19th century was designed to secure markets and reached beyond contiguous territory. The purchase of Alaska in the 1860s was the last land on the North American continent to be added but did not become a state until the 1950s.

The United States moved from **isolationism to intervention** because of a need for raw materials and new markets for the products of their developing industries and **expanding capitalism**. With the close of the United States frontier in 1890, there was a strong need both economically and emotionally to find new areas to meet the need for expansion. Depression, strikes and farmer unrest demonstrated some of the **domestic tensions** that were prevalent in the 1890's (USHC 5.3 and 5.4). Growing nationalism fostered the desire to expand American naval power to compete with other nations, to protect trade and secure markets and to spread Christianity around the world. **Social Darwinism** also influenced American expansionism in the late 19th century by fostering the idea that Americans were superior to other cultures and states.

Developments in other countries contributed to the United States' emergence as a world power, including competition for markets among the European nations and a continuing movement for liberation in Latin

America, especially in Cuba. The United States initiated their status as a world power with their involvement in the Spanish-American War. This new expansionism led the United States to spread American ideas, religious beliefs and capitalism to other nations but also initiated foreign resentment of American interference.

It is not essential for the students to know:

Students do not need to understand that American expansionism or imperialism at the end of the 1800s was the continuation of the Puritan idea of the 'city on a hill' and American exceptionalism. They do not need to know about early interest in Cuba such as the Ostend Manifesto. They do not need to know about any of the early efforts to exercise international leadership such as the promotion of the founding of the Pan-American union nor the efforts of the Cleveland administration to negotiate conflict between Great Britain and Latin American states.

Assessment guidelines:

Appropriate assessments will require students to **explain** the factors that contributed to the change from isolationism to intervention. They should be able to **compare** the old expansionism of the early 1800s with the new imperialism of the late 1800s and early 1900s. They should be able to **infer** the connection between domestic and diplomatic developments and **interpret** maps and political cartoons to infer their relationship to information about the time period.